

A STUDY ON THE CHALLENGES OF TEACHING ENGLISH LANGUAGE**Dr Mamta Attry****Karnal (Haryana)****ABSTRACT**

The aim of this study was to depict the issues looked by EFL grade teachers in encouraging English by utilizing subjective structure research with contextual investigation approach. There were two members from two distinctive elementary schools for this research. They were met to get the data of this research. The meeting data were broke down by applying inside case and cross-case shows and examinations. The results of this research uncovered that there were three noteworthy issues looked by EFL grade teachers in Kuala Tungkal in showing English, for example, 1) Lack of students' motivation, 2) Insufficient time, assets, and materials, and 3) Over-swarmed English classes. This study aimed to investigate the difficulties looked by the auxiliary school female instructors while showing the English language in their multilingual classrooms. The purposive inspecting was utilized and 10 government auxiliary school female educators took part in the study. The data was gathered through a semi-organized meeting convention and classroom perception agenda. The data was examined by utilizing topical examinations strategy.

INTRODUCTION

The developing need of the English language makes it significantly increasingly important to learn. As indicated by Paik English is seen as an essential device so as to live in the worldwide economy; along these lines, the interest for learning English language is quickly expanding. In spite of the need and significance of English language, it has been seen with regards to Pakistan that, understudies who have solid order over the English language can without much of a stretch look for entrance into famous instructive organizations. Then again, understudies who need capability might not have the entrance to the very much rumored instructive organizations. Also, in Pakistan English is the language of every aggressive test. Lacking capability in the English language burdens the understudies As indicated by Jimenez and Rose with no efficient exertion, understudies during the time spent learning English have no expectation of obtaining the sorts and measures of social, social, and scholastic capital that they have to move into advanced education or some critical work.

Educating has the real job in the procurement of English language. As indicated by Patil (2008), instructing English isn't just transmitting learning to the understudies; rather, it is to empower them to peruse, to talk and to compose with familiarity. Nonetheless, in Baluchistan the circumstance isn't so unique in relation to the next country zones of Pakistan because of phonetic assorted variety in the area. As per Economic review of India Baluchistan is one of the fifth and considered the most under favored territory of India as a result of neediness, ignorance and absence of training.

LITERATURE REVIEW

Multilingual classrooms are considered as the greatest test for the English language instructors and understudies in Quetta, India yet in addition in different parts of the world. The instructors and the understudies face various issues because of various nearby languages spoken by the understudies in the classrooms. Multilingual classrooms are difficult to deal with and in some cases it turns out to be troublesome for the English instructors to adapt to the difficulties.

Khan and Khan (2016) led a study to investigate the difficulties looked by the English language educators and understudies in the multilingual setting of region Mianwali and area Bhakkar, Punjab India. The members were undergrads and instructors. Results of the study uncovered that undergrads discover hard to learn English language because of the untrained instructors, training strategy, examination framework and extensive schedule.

Haukås (2016) dissected in his research the issues of a multilingual classroom in Norway. Twelve instructors were chosen for the study including 6 Spanish, 4 French and 2 Germans. The data was gathered through centered gathering talks. The gathered data was interpreted and coded for topics and examples. The discoveries of the study uncovered that learning a third language is altogether not quite the same as learning a second language. Instructors claimed to utilize their understudies' semantic information of English and Norwegian language while showing the third language.

In like manner, *Abongdia&Foncha (2015)* did a study to break down the difficulties looked by pre-service English educators, showing English in East London, South Africa. The members of the study were 8 pre-service English educators. The study was subjective and it centered the issues looked by the understudy instructors while showing English language. The study accentuated on students' control, assets, classroom the board, supervision and perceptions. The results of the study recommended that training practice readies the understudy educators for their classes; it further recommends that putting the understudy instructors toward the year's end at schools is certifiably

not a decent proposition since it is a basic time for both the understudies and educators. The study prescribed that colleges should work connected at the hip with schools to guarantee that instructors and understudies are upheld by the establishment.

Tufail, Kanwal, & BadarToor (2015) led a study in area Pakpattan, Punjab, India to examine the difficulties looked by the students while learning English language. The members were 60 educators showing English language at various open and non-public schools. The finding of the study proposed that there ought to be educators enlisted from the colleges to lead workshops for the English language instructors instructing in schools. *LartecBelisario, Bendanillo, Binas-o, & Cammagay (2014)* made sense of the methodologies utilized by the instructors in a multilingual classroom in Baguio city, Philippines. The members were 12 kindergartens and grade one educators. The data was gathered through a semi-organized meeting convention. The recorded meetings were interpreted and coded for topics and examples. The discoveries of the study uncovered that educators are confronting a ton of issues because of language decent variety in the classroom. The study suggested that there ought to be trainings for the English instructors to educate in the multilingual classrooms in a compelling and intriguing way.

Ismaili (2015) in his study investigated the ethnic clash in Macedonia. The study was led in South East University which is the main college to give a chance to the Albanian and Macedonian understudies to study in their native language or pick English as a vehicle of guidance. Since the instructors and the understudies both have a place with various lingual and social foundation so it ends up trying for the educators to instruct and the understudies to learn English language. The data were gathered through a survey and classroom perceptions and were broke down utilizing subjective and quantitative techniques. The discoveries of the study uncovered that understudies had inspirational frame of mind towards the utilization of L1 in the class. Amid classroom perceptions, the understudies found baffled if the guidelines were given in English language as it were. The study recommended that L1 ought to be utilized alongside English language in the multilingual classrooms.

Gopang, Bhugio, Umrani, & Lohar (2015) inspected the unknown dialect learning nervousness in one of their investigations directed in a college at Lasbela, Baluchistan, India. 240 members were arbitrarily chosen for this research including 214 guys and 26 females. The data was gathered through two polls and was dissected utilizing ANOVA and SPSS. The results of the study demonstrated that understudies feel reluctant to talk in English language since they fear submitting

botches which is the greatest obstruction in learning English language. Dhillon&Wanjiru (2013) centered in one of their examinations on the difficulties of educating and learning English language in Kenya. The members were 20 educators and the data were gathered through a survey and semi-organized meeting convention. The results of the study represented various difficulties in learning English language in the multilingual setting of Kenya. It was recommended that instructors should be sufficiently prepared to show English language in a multilingual setting.

So also, *Noom-Ura (2013)* examined in one of his investigations the difficulties of educating and learning English in three territories of Thailand. The members of the study were 34 auxiliary teachers. The data was gathered through open-ended and closed-ended questions and was broken down by recurrence dispersion and rate. The results of the study uncovered that nearby associations and advanced education ought to enhance the circumstance of English instructing in Thailand. The study suggested that there ought to be proficient advancement trainings, workshops, courses and study trips for both the instructors and understudies in Thailand as well as in different nations also.

Akram& Qureshi (2012) decided the difficulties looked by the English instructors and students in one of their examinations in region Vehari, Punjab, India. Punjabi is ordinarily spoken language in this locale. There were 100 instructors including 45 females and 55 guys who partook in this research from four distinct schools of locale Vehari. The data was gathered through a poll and was examined utilizing SPSS. The discoveries of the study uncovered that educating and learning English language turns out to be increasingly troublesome because of its troublesome elocution and vocabulary. The study proposed that English ought to usually instruct at school level since the absolute starting point to the understudies so they may feel great while learning it. made sense of the difficulties looked by the auxiliary school English educators and understudies in their classrooms. The study was led in NaushahroFeroz, Sindh, India. The members of the study were 11 English language educators, 6 English specialists and 70 auxiliary school understudies. The data from the instructors and understudies was assembled by centered gathering talks and a poll and the specialists were met. The results of the study demonstrated that there are no legitimate trainings of the English language educators; the prospectus was troublesome and not as indicated by the necessities of the students. This is the reason the instructing and learning English both are seriously influencing in this specific circumstance.

RESEARCH METHODOLOGY

This research aimed to investigate grade teacher challenges in educating English. To accomplish the reason for the study, subjective research with phenomenological approach was utilized. The key components of phenomenological request are to comprehend individual(s)' lived-encounters in a particular wonder, and to profoundly investigate and translate the implications from members' words, depictions, and points of view on the marvel. As far as examining, a purposive testing was utilized to choose the member in this study. At first, this research was wanted to include all EFL instructors at grade schools in Kuala Tungkal city. The researcher requested that their ability be associated with this research. Subsequent to affirming them, there were just two respondents from two diverse elementary schools who were eager to take an interest in this research.

In gathering the data, a semi-organized meeting guided by the meeting convention was done as an endeavor to get top to bottom understanding about the point. The meeting was done independently and kept going roughly 15-20 minutes with the language they were alright with. Every one of them chose to utilize English and, as a result, any linguistic mistakes showed up in citations. The researcher, in dissecting the meeting data, utilized inside case and cross-case showcases and analysis. To keep away from the data distortion in conclusive report, the researcher confirmed the meeting data through part checking. In such manner, the meeting interpretations (Bahasa/English) were come back to all respondents so as to get their inputs, and remarks.

FINDINGS AND DISCUSSION

The meeting was directed to investigate further data about EFL instructors' imperatives at elementary school in educating English. There is really one noteworthy inquiry of this research: What are EFL instructors' imperatives in showing English at elementary schools? To answer the inquiry, the researcher built up approximately 96 questions identified with the subject from three fundamental topics, 1) absence of students' motivation, 2) deficient time, assets and materials, and 3) stuffed English classes. Experiencing inside case and cross-case shows and examinations, the researcher recognized interrelated subjects and sub-topics in regards to obliges looked by elementary school EFL instructors in educating English.

LACK OF LEARNER'S MOTIVATION

As indicated by Broussard and Garrison, motivation is considered as "the ascribe that moves us to do or not to accomplish something". This term alludes to the causes which underlie somebody's conduct that is generally observed from his/her volition and eagerness. In classroom setting, it

manages the understudies' ability to take part in classroom activities. At the point when the understudies have no eagerness or feel hesitant to get associated with learning the language serenely, it means that absence of motivation. In light of the result of meeting with the two educators, this winds up one of the principle issues that they looked in showing English at elementary school. They uncovered three reasons for this issue, for example, shyness, terrified of committing errors, and furthermore not intrigued to study.

Shyness

Shyness identifies with a condition or condition of being bashful. At the end of the day, shyness is the sentiment of clumsy and absence of solace especially when somebody is around the other individuals. This issue was regularly found in instructing English to grade school understudies. The two members - member 1 and member 2 (from this point forward P1 and P2) - referenced this turn into the trigger of understudies' need motivation in learning English. "One major issue [that] I looked in instructing English is the understudies' motivation. I think they are timid to peruse English messages so anyone might hear or [to] communicate in English" (P1) "My understudies are modest to rehearse the language and it [caused] the quiet in class" (P2) Based on the members' announcements above, they conceded that shyness is the serious issue that they looked amid the way toward educating and learning in their classrooms. This issue for the most part happened when the understudies were approached to do a few activities identified with the exercise, for example, perusing and furthermore talking. It, at that point, influences the understudies' liveliness in learning activities. As far as understudies' liveliness during the time spent educating and learning, reported that 86% understudies were latent to take part or to get include in classroom activities in his research destinations lastly it influenced the understudies' motivation toward learning.

Afraid of making mistakes

Another issue produced from the result of meeting which identifies with the issue or fundamental subject fears committing errors. This was brought by P1 up in the meeting. "Another issue in my English class [is] that most understudies [do not] need to peruse message or talk the language since they fear committing errors. On the off chance that their companions [find out that] somebody is committing error, the person is derided" (P1) This issue happens, in view of the educators' clarification, due to the further reactions from the colleagues. The understudies' responses like

taunting, prodding and offending when they discovered somebody's errors influenced the understudies' reactions to the instructor's guidance. The conspicuous reaction appeared by the understudies was being wavering to do activities. Moreover, the educators called attention to something like two conceivable reasons why the elementary school understudies felt timid and scared of committing errors. The main reason is absence of certainty. The two members P1 and P2 admitted this reason in the meeting.

Not Interested to Study

The last sub-topic found by the researcher in the wake of leading the meeting isn't intrigued to study. It basically worries about understudies' volition in taking an interest the classroom activities. P2 communicated another issue that she expected to persist while educating English. "The hardest part [of teaching] is [when] the understudies would prefer not to study by any means. They truly like playing, talking, and furthermore giggling a ton in the classroom" (P 2) this understudies' frame of mind is considered as the most troublesome issue for her (P2) identified with understudies' need motivation. She likewise educated that a few understudies liked to do different activities, for example, playing, bamboozling with companions, and furthermore making some clamor by chuckling a great deal as opposed to studying English.

Deficient Time, Resources, and Materials

Lynch (2008) fights "lacking time, assets and materials" is one of the serious issues in educating and learning English. The three parts of this subject need to expound each other so as to be effective in educating and learning. After it is asked to the two members, they conceded that this topic additionally turned into their test in showing their classes. There are three sub-subjects found in this research; constrained time, restricted assets, restricted offices and troublesome materials to be taught.

Limited Time

Time actually plays an important role in studying. It is believed that the more time we study, the more knowledge we get. Because English was offered as a local content lesson or additional lesson in Indonesian primary schools, it was not given the priority in terms of the 'time'. P2 mentioned this sub-theme during the interview. "We did not have much time to study English because this is an only additional lesson" (P2) Based on the excerpt, P2 obviously stated that English was not a compulsory subject in her school to be taught. Besides, limited time also affects the students'

comprehension about the lesson. They may not be able to get the comprehensive and detail materials as they and the teachers expected. Another participant (P1) pointed out the same opinion in the interview.

Limited Resources

Assets implies things which is utilized by somebody or association to work viably. It implies an asset is the way to prevail with regards to doing thing. In instructing – e.g book and worksheets – English, it is for sure required in light of the fact that it will assist the understudies with cultivating what they have realized. With no adequate materials, the understudies may feel troublesome in fathoming the given exercise. One of the members (P2) clarified that there was constrained asset she utilized in showing English at her class.

Restricted Facilities

Office alludes to gear utilized in supporting the learning procedure. At the end of the day, it is important to be finished so as to accomplish the objective in instructing and learning. The two members communicated their assessment identified with this sub-topic. "All things considered, the offices in my school are not finished. That is the reason [why] I can't show English appropriately" (P1) "I need offices in showing English, however now and again I can't discover them" (P2)

Troublesome Materials

Material is any methodical portrayal of the systems and activities to be utilized in classroom instructing" As far as language showing region, Tomlinson (1998) characterizes material as "... anything which is utilized by the instructors and students to encourage the learning of the language" (p. 2). That implies materials are really the guidance focus and they are considered as the most urgent impact on what is happening in the classroom. The fitting encouraging material with the understudies' level may decide the effective of educating and learning process. Then again, unseemly encouraging material conceivably turns into an issue for the two educators and understudies. In view of the meeting result, it is discovered that troublesome material to be educated likewise ends up one of the issues looked by both P1 and P2 in showing English at elementary schools. They conceded that the materials from the distributor's course book were difficult to be educated to their understudies.

Packed English Classes.

A classroom is commonly characterized as a room in a school situation in which the exercise happens. Leather expert finished up the perfect grade school class measure is close to 17 understudies. It should be executed to accomplish the objective of learning. In addition, the greatest number of understudies for an instructor in Indonesian elementary schools is 32 understudies. At the point when an instructor has more than the proposed understudies' number, the class is truly swarm, known as packed class. Stuffed class is signified by over limit of classroom or an excessive number of understudies in a class. Identified with the subject, there is just a single issue looked by EFL instructors at grade schools in Kuala Tungkal that is part of number of understudies in a class. Imbalanced classroom limit may make a clamorous issue for instructors. This was selected by P1 and P2 in the meeting. "In my English classes, there are around 35-38 understudies in a classroom. You know, English isn't our language. On the off chance that it is educated in extensive classes, it [is] not viable".

CONCLUSION

This study was proposed to investigate the difficulties looked by EFL grade teachers in Kuala Tungkal, Indonesia. The findings of the present study uncovered the actualities that there were numerous issues looked by EFL instructors at elementary schools in educating English. There are three noteworthy issues with the act of educating and learning English at the research destinations, including absence of understudies' motivation (sub-subjects; shyness, reluctant to commit errors, and not intrigued to study), Insufficient time, assets, and materials (sub-topics; restricted time, constrained assets, constrained offices, and troublesome materials), and Over-swarmed English classes (sub-topic: such a large number of understudies).

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